

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the research has detail points which consist of background, research questions, research purposes, rationale, and previous studies.

#### **A. Background**

Reading activity is the best way for people's reading difficulty in learning foreign language. As in the article by Day (2015) says that "the more language students read, the better readers they become". It explained the good readers can read their books or texts without any error functional of words as they have read in several time. They have been known many words as the reading improvement always increase. Robinson (2010) shows that reading can improve people's skills and critical thinking that lead to a successful academic career and a productive life. There's no other way to understand the text on the book by reading instead. People can improve reading ability just by look at to the text for many times. This is how important reading especially in learning language.

However, in many times the difficulties of learning language are to understand the vocabulary. EFL students are hardly to understand the new language just by learning from the teacher. According to Kompas.com (2015) Indonesia's English ability is at 34th position as the low English's leaners in global. This number shows how much students' interest in learning English. It is in a critical position. In some case in a Junior High School in Bandung, four

classes in second grade at the school argue that learning a word in English is very hard to understand. In case the word is new for them. However, Day (2015) said that “amongst many others shows that we learn to read by reading”. So, in this case students have to face the problem. As the explanation above, reading is the efficient activity to develop their English ability.

This research is taking the main problem from SMP Karya Budi at second grade. Students actually hardly learn English because of their less known of vocabularies. Two classes from four classes stated that they have no motivation to learn English. They said that they do not understand the text. So, there is have to speciality attention to solve this problem.

Therefore, the learning media called Graded Readers is used in this research. Graded Readers has been applied by some researchers even from long ago. Through years, the media has been conducted become the effective reading media. Claridge (2011) states that positive effects of using graded readers as reading material in extensive and intensive reading media.

The purpose in this research proves that using graded readers develop students' vocabulary mastery. Nation (2014) cited in Serbia (2015) argues that graded readers are the established vocabulary material to increase learners' motivation when they meet familiar words. It shows that graded readers purposes to attract readers to read more with an attracting reading material. Research by Wan-a-rom (2012) also shows the effects of Graded Readers for L2 is very efficient. Graded readers always fitted in for whatever kind of reading activity

used. Wan-a-rom (2012) also state that Graded Readers shows up motivation for students to read more. Reason from their flexibility level of reading.

Graded Reader by Dewitz and Jones (2013) concludes that the media need serious construction to become an intelligent media that can be used for the next learning process. Last, research come from McQuillan (2016) also shows that graded readers help students for their reading ability become higher.

Studies above show that Graded Readers become the effective way to teach students in learning English whith reading activity. This research take Graded Readers as the program to improve students' vocabulary mastery. The second grade material in school from 2017 research observation, mostly students learn about action verb. This material proves that the one of reason which is make students hard to study English.

The focus on this research is to improve students' knowledge in learning language by reading vocabularies book. Students do not learn the vocabulary only based on teacher instruction. Different from the previous researches above. This research attaining students' vocabulary mastery in reading activity. Not only increase students' motivation in reading activity.

So, based on the background above, a research entitled **“USING GRADED READERS TO DEVELOP STUDENTS’ VOCABULARY MASTERY”** is conducted.

## **B. Research Questions**

From the description above, this study is intended to answer the questions below:

- a. How is the students' vocabulary mastery before they are being exposed to graded reader?
- b. How is the students' vocabulary mastery after they are being exposed to graded reader?
- c. How significance is the difference of students' vocabulary mastery before and after using graded reader?

## **C. Research Purposes**

The research purpose are as follows:

- a. To find out students' vocabulary mastery before exposed to graded reader
- b. To find out students' vocabulary mastery after exposed to graded reader
- c. To find out significance differences of students' vocabulary mastery before and after using graded reader

## **D. Rationale**

According to Jhonson (2008), "Reading is constantly developing skill". It means that skill can be increased by reading. Reading activity is a main factor for people to be understand what they read especially L2 learners. Most people's problem in reading English is the difficulty of remembering vocabularies. Horst (2005) states that one of the problems of reading is participants were not guided to choose their level of difficulty in reading text. In addition, Allington (2012)

suggests that the media of reading activity have to be relevant with the students' reading level.

Therefore, this research is using graded readers as the media to develop students' vocabulary mastery especially in learning the verb. Kanel (2006) states that graded reader known variously as *graded reading*, *basal reading*, *simplified reading* and more generally as *extensive reading*. Kanel (2006) says that graded readers effeciently helps teachers to teach reading for students. In addition, research from Schepis (2013) suggests this media as the important frameworks to offer to the readers, a wide variety of materials, and a solid educational basis for students' reading education.

Mc Quillan and Krashen (2008) have argue that L2 can acquire vocabulary through voluminous reading or self-selected-reading in extensive reading. Waring (2009) cited in Fridrich (2014) claims that "only the massive exposure to language within student's *comfort zone* can give the learner the opportunity to consolidate and deepen the knowledge of the language that was learnt discretely and abstractly in the *studying about phases* during working with course books". Schepis (2013) defines that graded readers are textbook written for second language learners. So, it is define that graded reader or book series or extensive reading believes can improve students' reading ability especially vocabulary mastery. As in Wan-a-rom (2008) concludes that graded reader is designed for readers to read based on their reading level, which consist of a series of vocabulary and grammar levels to control readability at each level specially

designed for each series. In addition, Nation (2014) cited in Serbia (2015) defines that graded readers are the establish vocabulary material to increase learners' motivation when they meet familiar words.

Mulyani (2017) also states that graded reader is the linguistic system and the vocabulary at the students' level. She believes this media can increase students' interesting in reading. In addition, Wan-a-rom (2012) cited in Martinez (2017) states "one of the main functions of graded readers is to create a series of stepping stones for second language participants to eventually read unsimplified materials".

In addition, Mcquillan (2016) states that reader after using graded reader can read to such challenging texts in English, for example unsimplified text. Therefore, graded readers is the effective way to improve students' vocabulary mastery. As in Schepis (2013) states that basal readers contains with vocabulary limit for L2 learners in the stories. In definition that graded readers help students to understand words in text easily. It has level of text, so students have motivation and positive attitude with reading activity.

## **E. Significances of the Research**

The results of this research is expected to provide some valuable advantages for the teacher, student and the researcher.

### **1. Theoritic significances**

Theoretically, this research increases the reader's knowledge about graded readers and the benefit of it in learning process.

## 2. Practical significances

Pratically this research subtract students' difficulty in reading book.

## 3. For Students

This research helps students' reading comprehension in early age especially developing vocabulary mastery.

## 4. For Teachers

This research guides teachers to teach students reading with an effective media. Teachers easily teach students in reading activity

## 5. For future researchers

This research helps future research to easily find resources for graded readers research.

## **F. The Relevant of Research**

Regarding this research, there are several researchs from the previous time. Wan-a-rom (2012) proves that appropriate levels generate students' reading strategy builds positive attitude. It uses graded reader to show that the reading media has build up a motivation and a good attitude for students. They gaining confidence in reading text by reading the appropriate level for them. The research by Dewitz, Jones (2010) discuss about a good basal reader program should be. Graded reader become the alternative choose to teach students in classroom. It said Basal reader should become other way to make students enjoy reading activity. Prtljaga, Palinkašević, Brkić (2015) identifies the reading level in graded reader level. It has variety results on each level after students do the reading activity following by graded reader. Another research from Fridrich (2014) shows

extensive reading position and practices for students attitude by using Graded Reader. It has benefits in learning English.

Ali and Saiden (2015) have examined graded reading for students especially who have difficulties in reading. It is because of the level of reading that has been chosen by the researcher based on children's familiar surrounding. In Indonesia, the research by Mulyani (2017) using graded reader to students as an extensive reading activity. The graded story can be easier to understand for students. So, they can input the vocabulary easily and understanding the sentence on their level. This approach has been put in the learning process since long ago.

The other research come from Mcquillan (2016) that has examined the text that can be read after graded readers. It shows that new vocabulary can be acquired by reading. Some research prove that the function of Graded Readers increase students' motivation in reading. They also gaining new vocabulary by reading the level book.